



## Joseph R. Pye Elementary School

9701 Patriot Boulevard

Ladson, SC 29456

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	707 Students	
<b>Principal</b>	Wanda Carroll-Williams	843-695-2979
<b>Superintendent</b>	Joseph R. Pye	843-873-2901
<b>Board Chair</b>	C. Gail Hughes	843-261-3806

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2013</b>	<b>Excellent</b>	<b>Excellent</b>
2012	Excellent	Excellent
2011	N/A	N/A
2010	N/A	N/A
2009	N/A	N/A

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>

<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2012-13 whose 2011-12 test scores were located

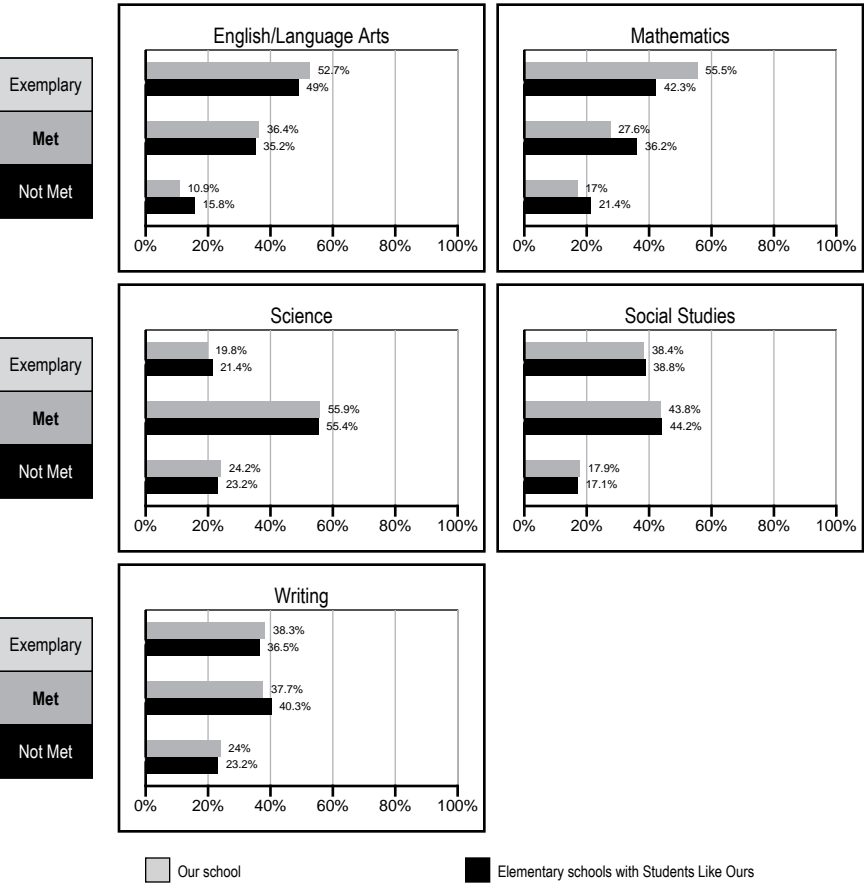
93.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
39	42	24	0	1

\* Ratings are calculated with data available by 12/14/2013.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=707)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 97.2%	100.0%	100.0%
Retention rate	1.5%	Up from 0.0%	1.1%	0.9%
Attendance rate	96.0%	Down from 96.1%	96.3%	96.3%
Served by gifted and talented program	8.0%	N/A	9.1%	7.2%
With disabilities	12.3%	N/A	12.3%	12.4%
Older than usual for grade	2.3%	N/A	1.9%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Down from 1.7%	0.0%	0.0%
<b>Teachers (n=48)</b>				
Teachers with advanced degrees	68.8%	Up from 66.7%	63.9%	62.5%
Continuing contract teachers	68.8%	Up from 66.7%	86.2%	83.3%
Teachers returning from previous year	N/A	N/A	89.2%	88.3%
Teacher attendance rate	93.7%	Down from 95.0%	94.9%	95.0%
Average teacher salary*	\$46,118	Up 2.4%	\$49,103	\$48,193
Professional development days/teacher	10.4 days	Down from 11.7 days	11.4 days	11.0 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	6.0	4.0
Student-teacher ratio in core subjects	18.3 to 1	Down from 19.6 to 1	20.8 to 1	20.1 to 1
Prime instructional time	87.9%	Down from 90.3%	90.2%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,668	N/A	\$6,909	\$7,364
Percent of expenditures for instruction**	57.0%	N/A	69.0%	68.0%
Percent of expenditures for teacher salaries**	56.0%	N/A	66.5%	66.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Greetings from Joseph R. Pye Elementary School, where the 2012-2013 school year moved "Full STEAM Ahead" towards our vision of becoming a world-class model school for integration of the arts and sciences! With the input of our Shared Leadership Team, we have refined our mission to "make 21st Century Learners into 21st Century Leaders." The opening year (2011-2012) was an awesome year of JPES "firsts." Students, staff, parents, and partners in education earned many Pye Miles and collectively set the pace for our first class voyage to excellence by the year's end. At the beginning of this school year we were off to a fast start – in typical Pye fashion. We opened year two with great expectations for change and growth; knowing where we began, where we were concurrently, and where we needed to go. We fastened our seatbelts and prepared for take off! Our belief in shared leadership, shared responsibility, and shared accountability has been the fuel that drives our quest for continuous improvement.

At JPES, EVERYTHING WE DO IS IMPORTANT! We strategically align our school plans with the vision, mission, and initiatives of DSD2 and the three guiding tenets – Relationships, Rigor, and Relevance. Our over-arching school goals are 1) To maintain positive RELATIONSHIPS within a safe school climate and a culture of mutual respect, 2) To promote RIGOR so that all students can perform at their personal best, and 3) To ensure RELEVANCE in teaching so that all students can learn through meaningful and purposeful, targeted instruction. We have implemented our district and school Response to Intervention (RtI) plan to meet the academic and social needs of ALL CHILDREN through intervention, acceleration, and remediation. We have also introduced Common Core State Standards (CCSS), Reading and Writing across the curriculum, and collaborative delivery of STEAM-minded instruction (integration of Science, Technology, Engineering, the Arts, and Math).

Our initial rating of "Excellent" was a tough act to follow, but we did it with poise, grace, and commitment to knowing that "we were good, but we could be even better" (Dr. Freeman Habrowski). Team Pye implemented exciting strategies to support our Full STEAM Ahead focus. Some of this year's highlights include, but are not limited to, emphasis on collaborative STEAM planning and delivery, team-teaching, "highly engaged classrooms," a voyage to Kenya Africa via school to school Skype, and Saturday Fine Arts STEAM Extravaganzas. While JPES has much to celebrate, there are still roadblocks that we will overcome. Year three at JPES is the year of RIGOR. We plan to innovatively teach the skills that our children will need to be college and career ready by the time they reach secondary schools. Using the results of this year's strategic planning process for accreditation, we will build all teachers' capacity to teach, and all students' capacity to learn. Our students will be actively involved in data collection, goal setting, and progress monitoring. We will motivate and inspire many children to stretch and grow from being "school dependent learners" to "independent learners" and 21st century leaders. We want them to realize that magnificence results from change and growth. Welcome aboard! It's new! It's fun! It's exciting! It's a journey! It's our destiny!

Mrs. Wanda G. Carroll-Williams, Principal    Mrs. Julianne Richardson, Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	72	64	27
Percent satisfied with learning environment	95.9%	84.4%	96.2%
Percent satisfied with social and physical environment	97.3%	81.3%	96.6%
Percent satisfied with school-home relations	87.5%	83.6%	89.6%

\* Only students at the highest elementary school grade level and their parents were included.

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	87.8
Overall Grade Conversion	B

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Joseph R. Pye Elementary School school has been designated as a:

- ☒ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.4%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	673.9	673.5	629.2	654.0	100.0	100.0
Male	659.9	662.4	623.9	644.2	100.0	100.0
Female	687.6	684.3	634.3	664.9	100.0	100.0
White	683.9	686.0	642.0	660.0	100.0	100.0
African American	658.2	653.6	610.8	638.5	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	628.2	615.9	587.7	611.9	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	661.0	657.8	617.7	639.5	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2012	3	133	100	15.4	24.4	60.2	84.6
	4	120	100	16.4	34.5	49.1	83.6
	5	97	100	14.6	41.6	43.8	85.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	110	100	10	27	63	90
	4	130	100	12.4	37.2	50.4	87.6
	5	114	100	10.1	44	45.9	89.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2012	3	133	99.3	25.4	27.9	46.7	74.6
	4	120	100	10.9	34.5	54.5	89.1
	5	97	100	9	36	55.1	91
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	110	100	24	30	46	76
	4	130	100	13.2	28.1	58.7	86.8
	5	114	100	14.7	24.8	60.6	85.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2012	3	67	100	39.3	42.6	18	60.7
	4	120	100	21.8	65.5	12.7	78.2
	5	49	100	15.6	66.7	17.8	84.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	58	100	35.3	49	15.7	64.7
	4	130	100	23.1	53.7	23.1	76.9
	5	57	100	16.4	67.3	16.4	83.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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Social Studies

2012	3	66	98.5	16.1	43.5	40.3	83.9
	4	120	100	15.5	47.3	37.3	84.5
	5	48	100	15.9	47.7	36.4	84.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	52	100	16.3	55.1	28.6	83.7
	4	130	100	17.4	43.8	38.8	82.6
	5	57	100	20.4	33.3	46.3	79.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Writing

2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	98	100	17.8	50	32.2	82.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	112	100	29.7	37.6	32.7	70.3
	4	129	100	23.8	38.5	37.7	76.2
	5	115	100	18.9	36.9	44.1	81.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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